

Dr. Webb – this thing is driven by a couple of different things – if we are talking about a true sense of urgency then we need to look at more practical options – we do have school wide value-added for many areas; where school-wide value added is available, this is good – one reason, finance – everybody has a stake in the game – collaboration – for the purposes of time and money we will have limited options – talking about the next generation of assessments – based on what we have right now – if we could default to value-added – if assigned to schools that have value-added, but feeder schools do – bottom line that school; value-added for principals component as well – probably the most important consideration of all

Mike – I understand the school-wide value-added and agree that it needs to be a major portion of the principal's evaluation; however, both TVAAS teachers and non-value-added teachers each should have their own individual assessments even if it's hard to figure out – I was thinking do librarians have job-descriptions – social workers, librarians, etc. can you go to the job description and look at their time they spend with kids and measure somehow how they come into contact over the years; the music and performing arts part seems to be something that skills – like to try to put on pause knowing that it's going to have to be dealt with the whole cost issue – we may have to make compromises but at least figure out what that is; and if not – we back off the optimum – it seems that there are some measures for PK-2 and if they are given to the children in the beginning; percentage of the TVAAS – 35% we need to think of a percent that could be part of the school-wide – ok for districts to develop measures – and ability to back up and meet the standard – management of how we deploy this thing – I think there are different value-added measures outside of TVAAS --

Jill – a couple of thoughts – leaning toward option 2 – possibly looking at developing a matrix with a variety of ways a teacher could circle to become a high quality teacher – arts, social workers, guidance counselors – with the era of NCLB, when I interview teachers – they come in and have documentation for one student – not able to standardize some areas – is there a way to look at more organic criteria – to develop into a matrix of options – one option may be the number of concerts or performances a year – principal does an evaluation of the exhibit – part of the matrix could be looking at school wide value-added score, and then another could be specific to each type of educator – matrix – state would develop this – state-developed matrix with big menu of options – such strict standardization may not be available. Former first grade teacher, putting a lot of standardized tests on early kids is not developmentally appropriate; ThinkLink in Hamilton County – don't just purchase a quick fix – DIBELS, ThinkLink, etc. – because validity is questionable

Maddox – former math teacher – and parent – we do not need to be testing PK-2 grade kids with standardized tests; other preface – we need to make sure that we remember that this is about the kids, growth in the kids – as we focus on that; special groups – very important to consider them in a different group from the folks in the right of the graph – they do contribute to the total school – there should be school value-added for all groups – non-core teachers – matrix that they could draw from – we could come up with a portfolio presentation to measure this – need quantifiable data for those teachers – we do not have the time nor funds to develop tests, especially for those younger grades – there are districts in these states that are doing this and we should be drawing from them; standards are the key – our job is for the state to set the standard and allow for local option flexibility – there is a total plan for the school that all educators – menu of measures is important with some from option three

Kenny Heaton – as a CTE teacher – I have a vested interest in what we are doing – I tend to lean more toward option 4 – schoolwide data – because all teachers have vested interest in what we are doing, I do understand that there is a lot of opposition to this – from teachers who have the TVAAS data (don't

think that the rest pull their load of the cart); we also need to look at menu of measures option – might be incorporated with number 4 to meet the criteria – student motivation, work ethic, practical application – matrix or menu I'm concerned that we would have to be careful that they would give us the value-added data we would need – matrix is a good idea – but if we are going by the legislation – we are bound by growth data – we are going to have to be specific so it doesn't fall into the other 15% or other 50% -- how objective will our measure be for assessing our portfolio – option 2 with option 4 would satisfy what we are looking for

Tomeka – I think that as I look at the various options – it depends on the subject, the school – I agree that we proceed with what is best and not be limited by cost and resources, but if we start with that limitation we may not put out the best option for the state; I can agree that when you are looking at the K-2 schools and untested subjects it would be hard to create or develop a standardized test that may be reliable and measured, but I think that there should be a testing against some standard – there needs to be some way to assess how that K teacher added value to that kindergartener or not – if we are saying that there is no way to measure value – part of it is there is a curriculum – for all these areas – how do you without developing a new standardized test – teachers assess daily – in my community as a SB member and former teacher – we can't say music and art are valuable – likes the combination of what Jill talks about – need to be able to determine growth for each type of educator – also remind us that we are talking 35% of total evaluation – other percentage that is included; state or district? Need to be able to measure – to change behavior to impact students –

Pam – Tomeka said it very well – if our desired outcome is increased student achievement then we need to look at teacher effectiveness – we need valid and reliable data – difference between testing and assessment – teachers do assessments every day and therefore all groups down to K need assessments – don't use ThinkLink in 1st or 2nd – but lots of teachers want to use it – so they can use that data to drive instruction – whether they have formative or summative assessments it's needed – the evaluation process is the value of a teacher in a given student's lives – 16/79 teachers have TVAAS scores – 16 of us have those TVAAS scores – we can go the route of one score for the school and everyone shares – I prefer option 2 – menu of options – last week I suggested a list of options – that's valuable on the teacher end so the teacher will have buy-in; pre-test and post-tests will show whether it's effective or not – has to be valid and reliable – the 35% and 15% -- 35% can be part of the 15% -- training and cost a factor – but we need to look at the best – option 2 is the best – think about if you were a 3rd grader and if you had never taken a test to see what you needed to learn in class – when that counts for NCLB – there needs to be a step before there to prepare kids – need to get those kids used to high stakes assessments in 1 and 2; we have music teachers across the state who are developing a pre- and post-test (Essential Outcomes – Murfreesboro Schools)

Brooks – several ideas that we echoed – evaluating learning – ultimately what we are after – critical – Dr. Webb talked about TVAAS – where we have statewide data we need to use that – in any form possible – ultimately what the legislation said is to create empirical assessment – pre and post testing – can develop these – need to look at the job description – what about looking at the number of graduates for guidance counselors, etc. a lot of that can be empirically verified; reflecting on the legislation – 35% with TVAAS – 15% other student achievement data – they use school-wide data in reference to librarians and other schoolwide instructors – 35% individual and 15% school-wide – then 50%; the idea that option 2 with latitude – need to set up rigorous benchmarks in reference to what is expected – we know there are certain things to accomplish – lots of money with ACT – if we need assistance – we could add to their contract

Single measure – educators – doesn't show much creativity – way too long to develop and cost and creative – takes the site-based decisions and makes it uniform across the state –

Option 2 – menu of options – flexibility with the menu – considering the oversight – in the PK-2, what would we use in order for everyone to know if the kid is on track – it would have to be reliable, valid data – would come from objective assessment – program like DIBELS or ThinkLink – would be a short list for what districts could use for K-2 to ensure that students would be on grade level for reading at 3rd –